2-3 At-Home Learning Resources

(Green Packet)

Week #12

The Richland School District cares deeply about the well-being of our students and families. We highly encourage our students and families to set a daily routine that includes the following:

For our elementary families:

- **Read daily with your child**
- **Play family games (board games, cards, puzzles, charades, pictionary, etc.)**
- **Engage in an outside activity**
- **Cook/bake with your child**
- **Maintain relationships with your child's teacher**

These supplemental activities, readings, and other resources are available to students and families to continue learning and exploring while schools are closed in response to the novel coronavirus.

Students are not required to complete and/or turn in any assignments nor will any of these materials be used to assess students academically. Please feel free to use these optional resources as needed. Additional resources are available at:
https://www.rsd.edu/programs/at-home-learning/pre-k-elementary-resources

IMAGINE YOUR STORY

SUMMER READING CHALLENGE

Featuring challenges, prizes, and more for every age!

Babies

Children

Middle & High Schoolers

Adults

June 1 - August 31, 2020

Register and log your reading online at
richland.beanstack.org and with the Beanstack app
on your phone or tablet

RICHLAND PUBLIC LIBRARY

For More Information, visit:
www.richland.lib.wa.us

collaborative summer library program™

Can't log online? Get started on this log!

Each space in the grid counts as 30 minutes. Date each space as you read.

Name _____ Are you a Child ___ Teen ___ or Adult ___

30 __/__/__	30 __/__/__	30 __/__/__	30 __/__/__	30 __/__/__
30 __/__/__	30 __/__/__	30 __/__/__	30 __/__/__	30 __/__/__
30 __/__/__	30 __/__/__	30 __/__/__	30 __/__/__	30 __/__/__
30 __/__/__	30 __/__/__	30 __/__/__	30 __/__/__	30 __/__/__

Is there another person in your family who wants to start logging reading minutes?
Use this grid:

Name _____ Child ___ Teen ___ Adult ___

30 __/__/__	30 __/__/__	30 __/__/__	30 __/__/__	30 __/__/__
30 __/__/__	30 __/__/__	30 __/__/__	30 __/__/__	30 __/__/__
30 __/__/__	30 __/__/__	30 __/__/__	30 __/__/__	30 __/__/__
30 __/__/__	30 __/__/__	30 __/__/__	30 __/__/__	30 __/__/__

Bring this sheet to the library to find out which prizes you are eligible for.

RICHLAND PUBLIC LIBRARY

Phonics

Morpheme Structures

P.038

Word Plus

Objective

The student will identify individual words in compound words.

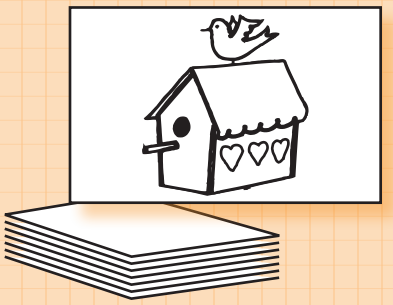
Materials

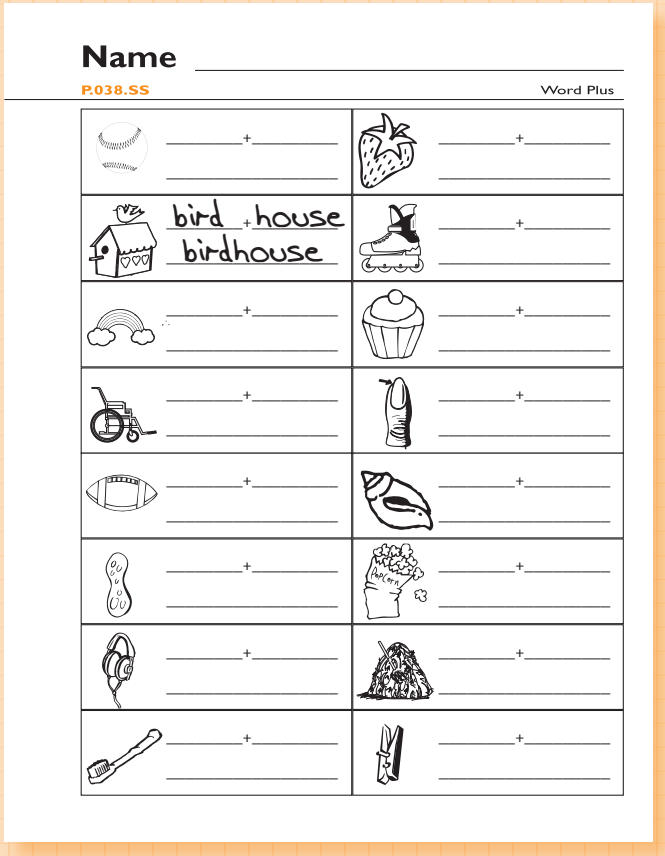
- Picture cards (Activity Master P.038.AM1a - P.038.AM1b)
- Student sheet (Activity Master P.038.SS)
- Pencil

Activity

Students isolate individual words in compound words by playing a picture game.

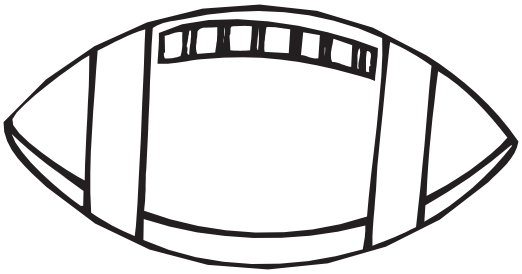
1. Place the picture cards face down in a stack. Provide the student with a student sheet.
2. Student selects the top card from the stack and says the name of the picture.
3. Identifies the individual words in the compound word which names the picture.
4. Records the two individual words and the compound word that they form.
5. Teacher evaluation

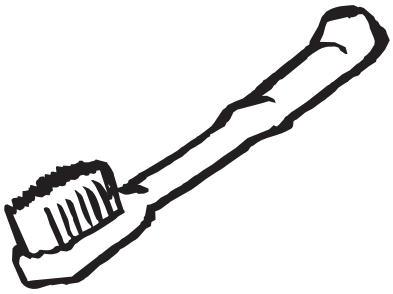


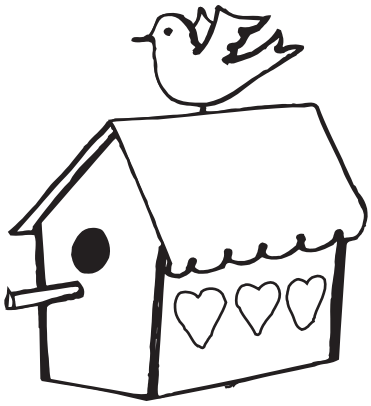


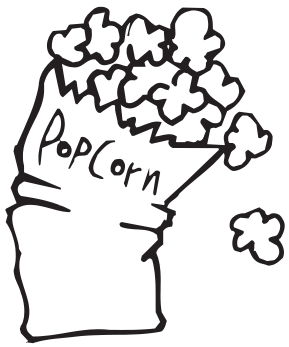
Extensions and Adaptations

- Use the parts of the compound words to form new compound words.

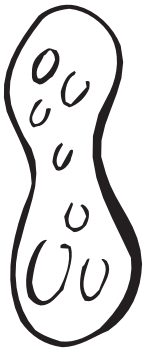


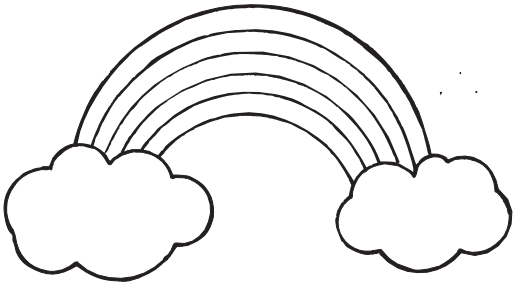


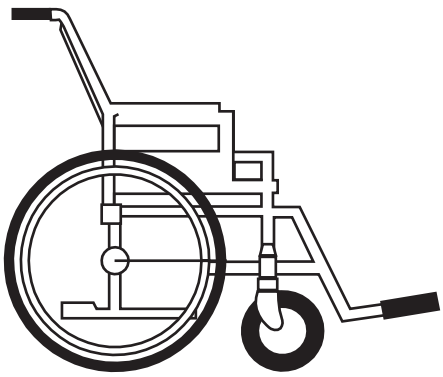




fingernail, baseball, football, toothbrush, birdhouse, headphones, popcorn, strawberry







cupcake, rollerblade, haystack, clothespin, peanut, seashell, rainbow, wheelchair

Name _____

 _____+_____ _____	 _____+_____ _____
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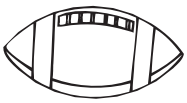
 _____+_____ _____	 _____+_____ _____
 _____+_____ _____	 _____+_____ _____
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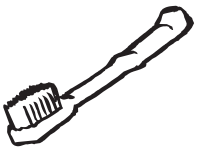
 _____+_____ _____	 _____+_____ _____

Analogy Action

Objective

The student will identify words to complete analogies.

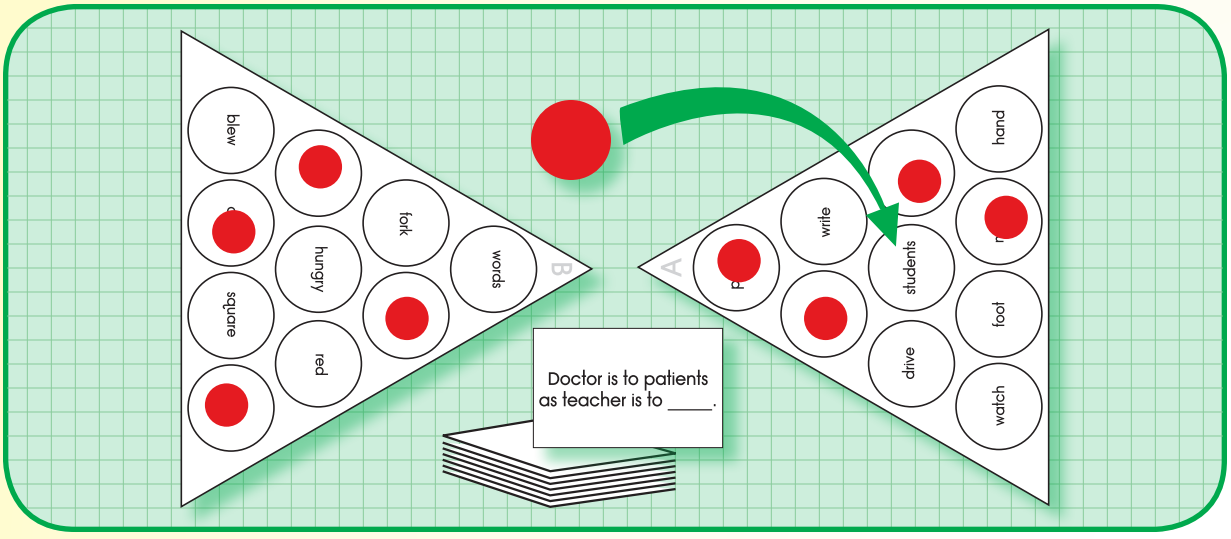
Materials

- Analogy word triangles (Activity Master V.029.AM1a - V.029.AM1b)
  There are two triangles marked "A" and "B." One student will use the "A" triangle and the other will use the "B" triangle.
- Analogy cards (Activity Master V.029.AM2a - V.029.AM2c)
- Answer key (Activity Master V.029.AM3a - V.029.AM3b)
  An answer key is provided.
- Game pieces (e.g., counters)

Activity

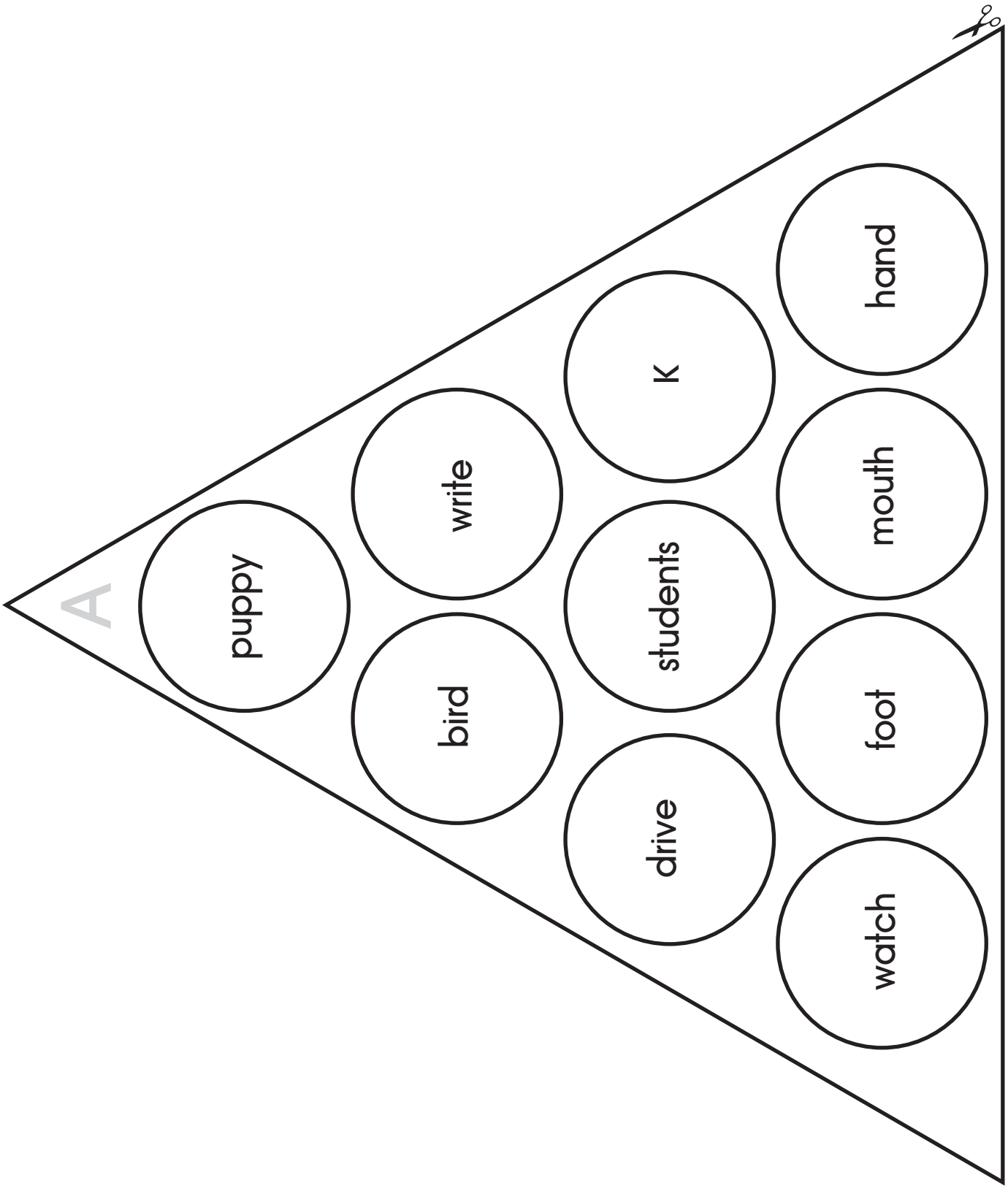
Students complete analogies playing a completion game.

1. Place analogy cards face down in a stack. Provide each student with a different analogy word triangle.
2. Taking turns, student one draws the top card from the stack and reads the phrase (e.g., Doctor is to patients as teacher is to _____).
3. Student one looks for the word that completes the analogy on his analogy word triangle (i.e., students). If found, reads the analogy with the word (i.e., Doctor is to patients as teacher is to students) and places game piece on the word. Places analogy card in a discard pile. If not found, places analogy card on bottom of stack.
4. Reverse roles.
5. Continue until triangles are filled.
6. Teacher evaluation



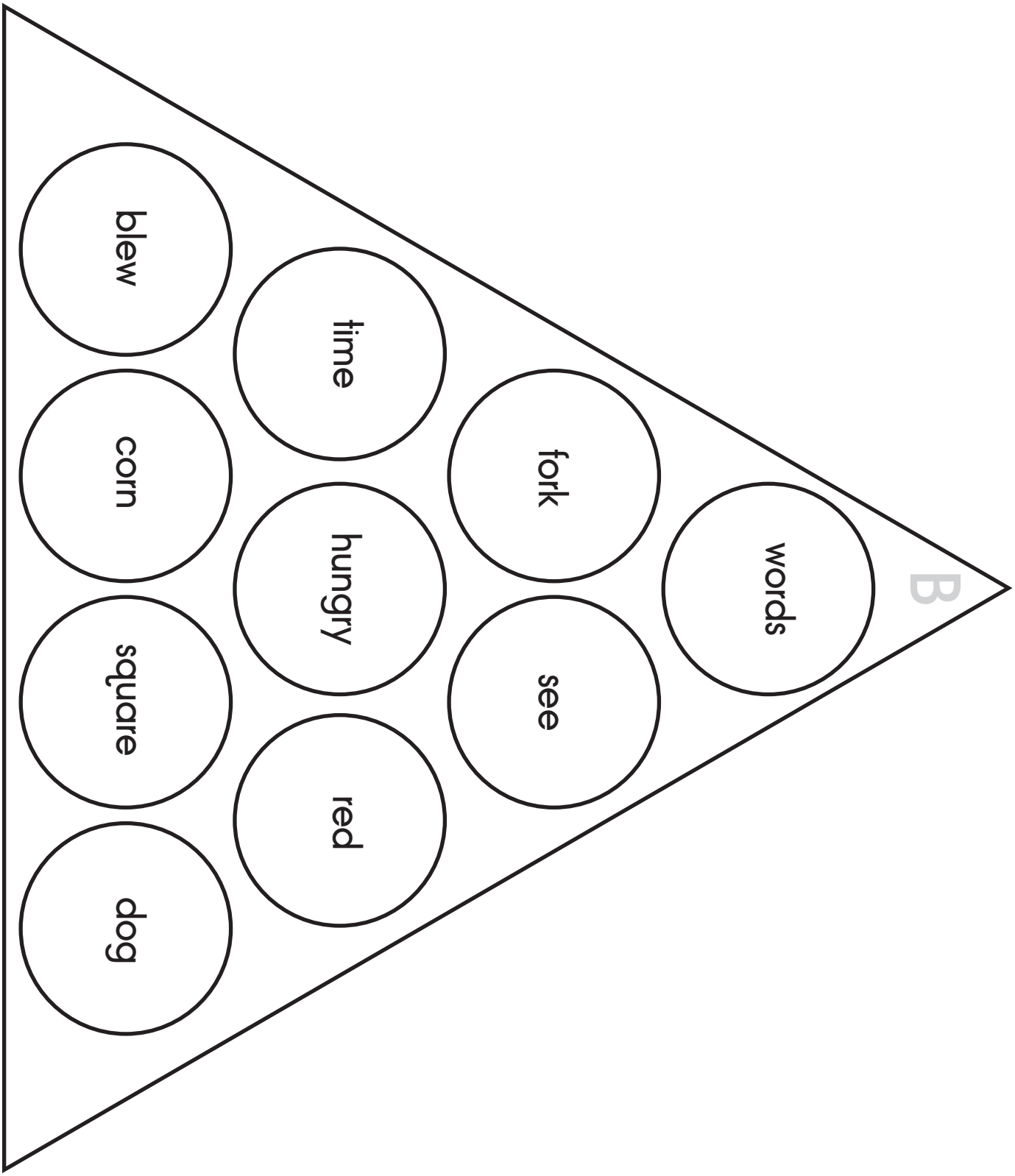
Extensions and Adaptations

- Develop more analogy word triangles and analogies (Activity Master V.009.AM4).
- Write analogies (Activity Master V.029.SS).



Analogy Action

V.029.AM1b



V.029.AM2a

Analogy Action

Cat is to kitten as dog is to _____.	Fur is to dog as feathers are to _____.
Scissors are to cut as pencil is to _____.	Plane is to fly as car is to _____.
Doctor is to patients as teacher is to _____.	B is to C as J is to _____.
Book is to read as television is to _____.	Finger is to hand as toe is to _____.

Analogy Action V.029.AM2b

Wink is to eye as a smile is to _____.	Boot is to foot as glove is to _____.
Count is to numbers as read is to _____.	Soup is to spoon as steak is to _____.
Ear is to hear as eye is to _____.	Go is to green as stop is to _____.
Three is to triangle as four is to _____.	Sleep is to tired as eat is to _____.

Thermometer is to temperature as clock is to _____.	Oink is to pig as bark is to _____.
Green is to peas as yellow is to _____.	Eight is to ate as blue is to _____.

Answer Key A

Cat is to kitten as dog is to	puppy
Fur is to dog as feathers are to	bird
Scissors are to cut as pencil is to	write
Plane is to fly as car is to	drive
Doctor is to patients as teacher is to	students
B is to C as J is to	K
Book is to read as television is to	watch
Finger is to hand as toe is to	foot
Wink is to eye as smile is to	mouth
Boot is to foot as glove is to	hand

Answer Key B

Count is to numbers as read is to	words
Soup is to spoon as steak is to	fork
Ear is to hear as eye is to	see
Go is to green as stop is to	red
Three is to triangle as four is to	square
Sleep is to tired as eat is to	hungry
Thermometer is to temperature as clock is to	time
Oink is to pig as bark is to	dog
Green is to peas as yellow is to	corn
Eight is to ate as blue is to	blew

Name _____

Analogies

_____ is to _____ as _____ is to _____.
_____ is to _____ as _____ is to _____.
_____ is to _____ as _____ is to _____.
_____ is to _____ as _____ is to _____.
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_____ is to _____ as _____ is to _____.
_____ is to _____ as _____ is to _____.

Objective

The student will identify text structures.

Materials

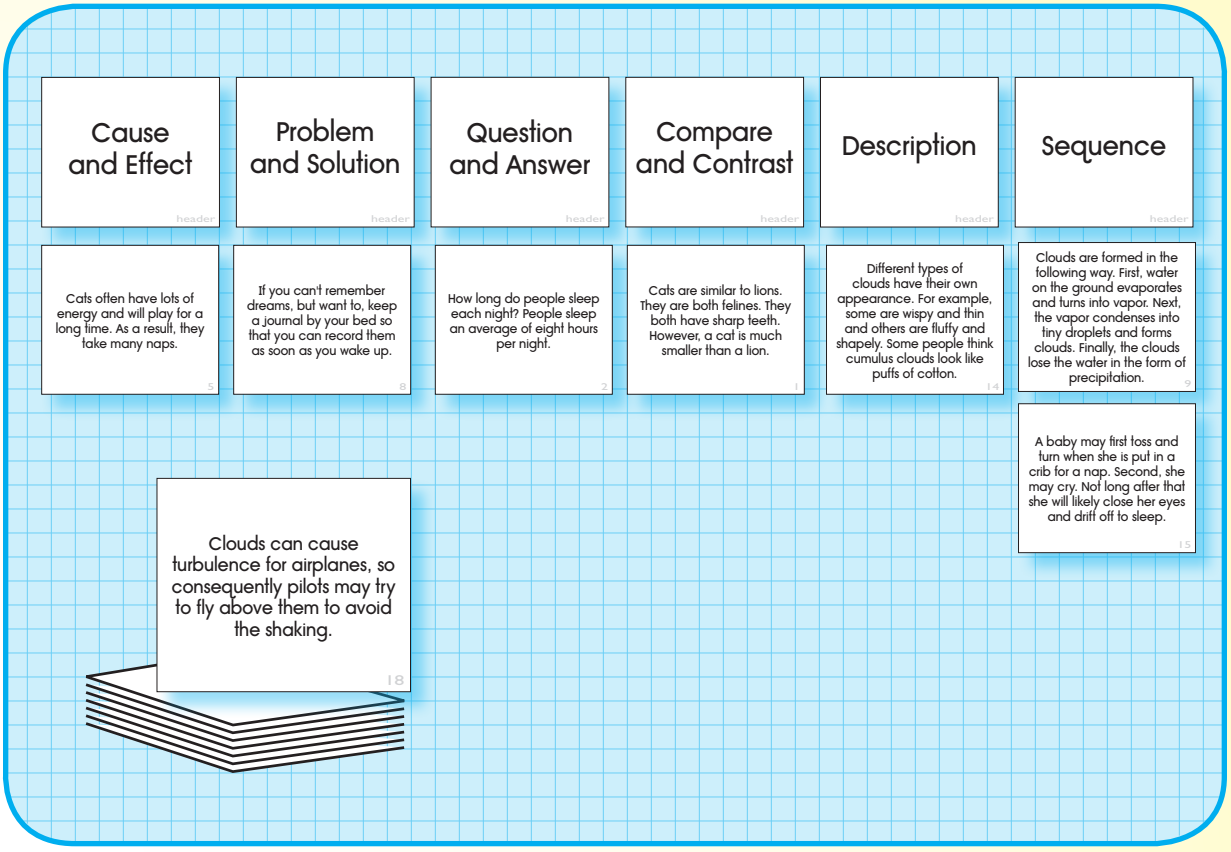
- Text structure header cards (Activity Master C.022.AM1)
- Text structure cards (Activity Master C.022.AM2a - C.022.AM2c)

Note: the numbers of the cards correspond to headers in the following manner: Cause and Effect – 3, 5, 12; Problem and Solution – 8, 17, 18; Question and Answer – 2, 7, 13; Compare and Contrast – 1, 6, 11; Description – 4, 14, 16; Sequence – 9, 10, 15.

Activity

Students sort sentences based on the most common text structures using header cards.

1. Place text structure headers face up in a row. Place text structure cards face down in a stack.
2. Taking turns, students select top card from stack and read it to partner.
3. Identify the type of text structure used and place under the corresponding header.
4. Reverse roles and continue until all cards are sorted.
5. Peer evaluation



Extensions and Adaptations

- Sort text structure cards by topic.
- Write about a topic using each text structure (Activity Master C.022.SS).
- Make more text structure cards (Activity Master C.008.AM3) to sort using header cards.

Text Structure Sort

C.022.AM1

Cause and Effect header	Problem and Solution header
Question and Answer header	Compare and Contrast header
Description header	Sequence header

text structure header cards

Cats often have lots of energy and will play for a long time. As a result, they take many naps. 5	Cats sometimes scratch the furniture. One solution is to cover the furniture. 17
Why do cats purr? They purr when they are happy, but they may also purr when they are distressed or as a way to communicate. 13	Cats are similar to lions. They are both felines. They both have sharp teeth. However, a cat is much smaller than a lion. 1
You can tell when a cat is angry. Its ears are laid back and it may hiss. 4	When a cat is hungry, first he will look for his master. Then he will sit next to his dish until he gets fed. 10

text structure cards

It was 32 degrees Fahrenheit when precipitation fell from the clouds. Since it was freezing, the precipitation was in the form of snow. 3	Clouds can cause turbulence for airplanes, so consequently pilots may try to fly above them to avoid the shaking. 18
Why do clouds look white? Clouds reflect all the colors in light which gives the appearance of white. 7	All clouds are made of water droplets. Fog, however, is a different type of cloud. The difference is that fog forms on the ground and the other clouds form high in the air. 11
Different types of clouds have their own appearance. For example, some are wispy and thin and others are fluffy and shapely. Some people think cumulus clouds look like puffs of cotton. 14	Clouds are formed in the following way. First, water on the ground evaporates and turns into vapor. Next, the vapor condenses into tiny droplets and forms clouds. Finally, the clouds lose the water in the form of precipitation. 9

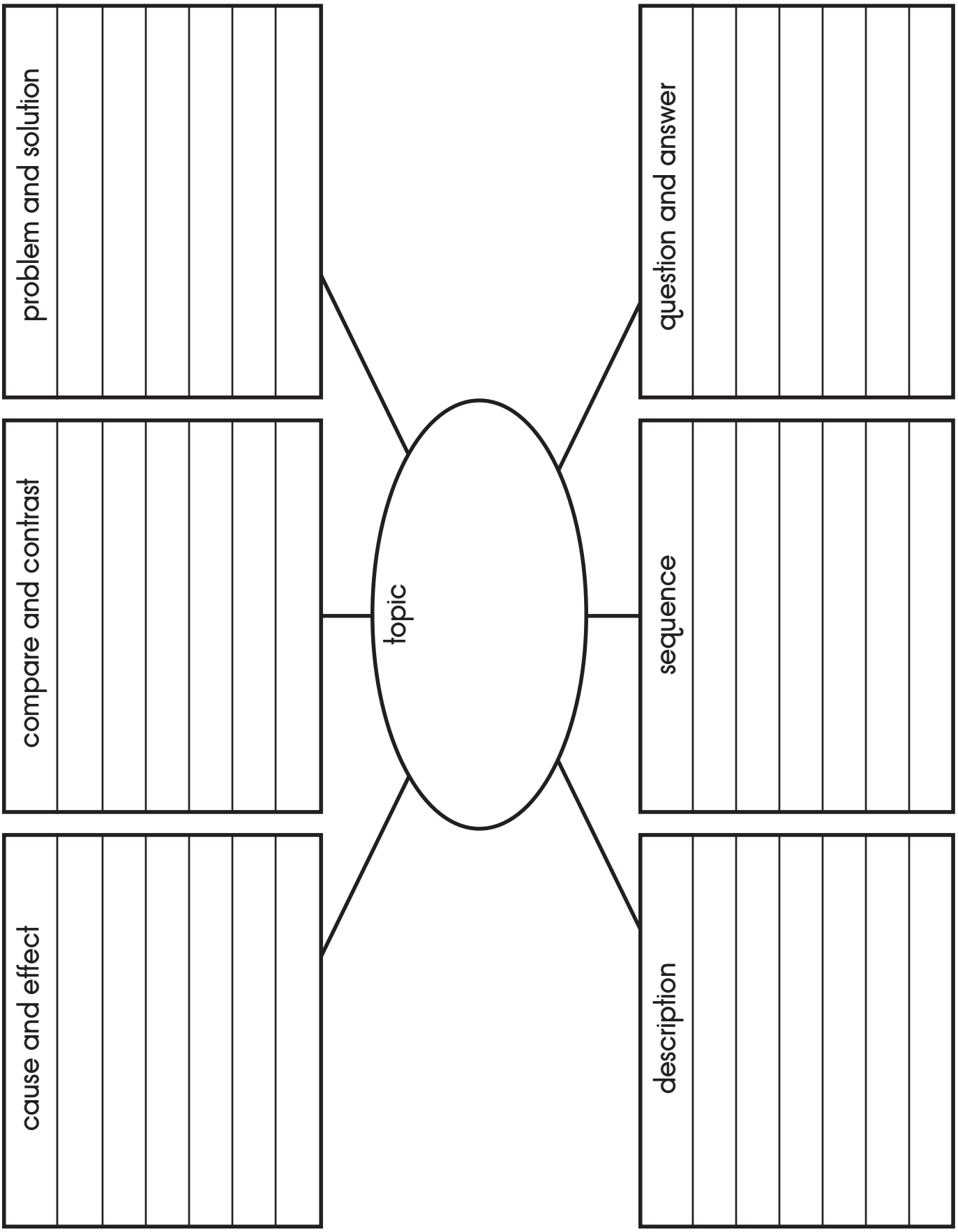
text structure cards

If you don't get enough sleep, then it could affect your memory, ability to pay attention, and performance in school. 12	If you can't remember dreams, but want to, keep a journal by your bed so that you can record them as soon as you wake up. 8
How long do people sleep each night? People sleep an average of eight hours per night. 2	Animals spend different amounts of time sleeping. Humans sleep about eight hours a day compared to giraffes who sleep less than two hours a day. On the other hand, brown bats sleep almost 20 hours a day. 6
Animals sleep in many positions. For example, cats and dogs sleep curled up, as opposed to horses and birds that sleep standing. Some animals, such as bats, sleep hanging upside down. 16	A baby may first toss and turn when she is put in a crib for a nap. Second, she may cry. Not long after that she will likely close her eyes and drift off to sleep. 15

text structure cards

Name _____

Text Structure Sort C.022.SS



Questions to Ask Before, During, and After Reading

These are questions to help engage students in discussions and conversations about reading. These questions are just suggestions and other questions can be added to this list based upon the type of reading students are involved in.

Before Reading

- What is the title of the book or text?
- What does this title make you think about?
- What do you think you are going to read about? (Make a Prediction)
- Does this remind you of anything?
- Are you wondering about the text or do you have any questions before reading?
- Skim through the article. Do any pictures, key words, and/or text features stand out to you?

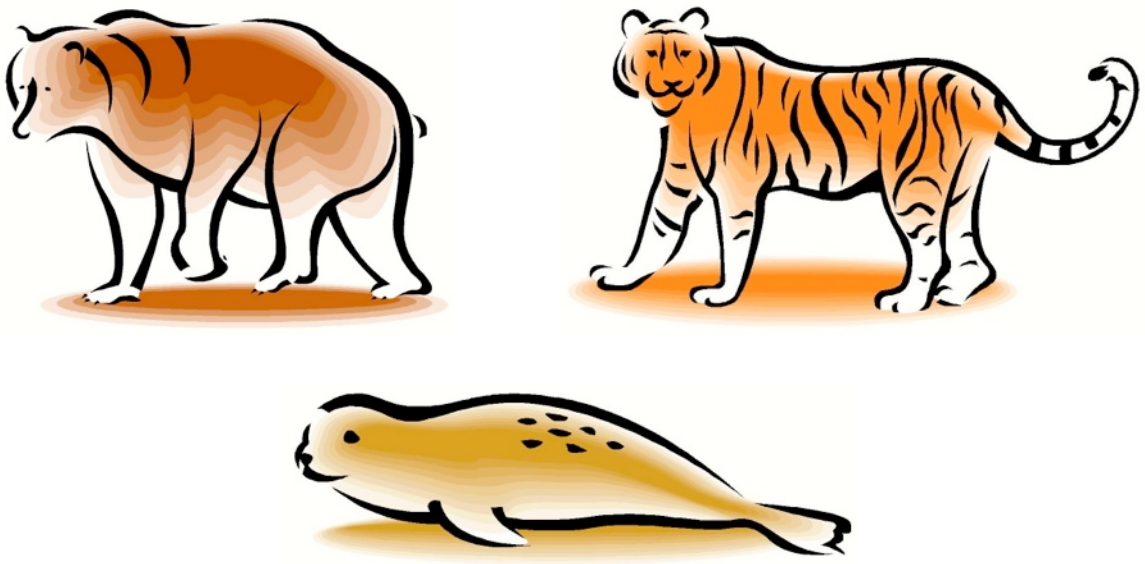
During Reading

- What is happening so far?
- What does the word _____ mean on this page?
- What do you think the author is trying to communicate in this part?
- What do you think was important in this section? Why do you think it was important?
- What can you infer from this part of the text?
- Where is the story taking place?
- Who are the characters so far?
- What do you think will happen next?
- What does this part make you think about?
- What questions do you have?
- What words help you visualize what the author is saying?
- Is there a word that you struggled with? What is the word? Let's break the word into parts and look at context clues.

After Reading

- What was this text about?
- What was the main idea? What details from the text helped you determine the main idea?
- What did you learn from this text?
- How did the author communicate his/her ideas?
- What does this text remind you of?
- What was your favorite part and why?
- Did this text have a problem? If so, what was the problem and what was the solution?
- What is your opinion about this text? What are some parts that helped you make that opinion?
- What are some questions you still have about the text?
- Does this text remind you of other texts you have read? How are they alike and/or different?
- What is a cause and effect from the text you read?

Toy Animals



By Clark Ness

Visit www.clarkness.com and www.readinghawk.com
for more free ebooks and online stories.

Reading Level: Flesch-Kincaid Grade Level 2.8

A Fiction Chapter Book
11 pages, 641 words

Chapter 1 - What Do You Have?

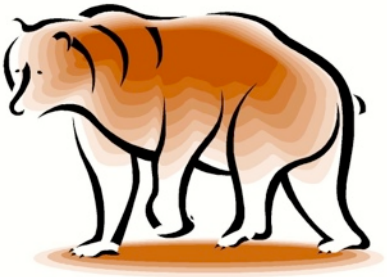
“What do you have on your desk?” asked Emma.

“Oh, these are three of my little toy animals,” said Grace.

“I have my seal, my tiger, and my bear.”

“They look so real,” said Chris.

“I wish they were real,” said Dave.



“That is a great idea,” said Mike.

Mike opened one of his hands. There sat the lucky buffalo nickel.

Chapter 2 - Real Animals

“I don’t think that is a good idea,” said Emma. “Ms. Smith isn’t in the classroom.”

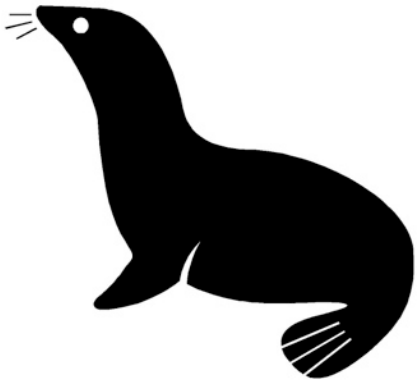
Before anyone could say anything more, Mike held up the lucky buffalo nickel. He then said, “Real animals, real animals, real animals.”

Poof! The toy animals were gone.

“Now where did my animals go?” said Grace.

Chapter 3 - *Arf, Arf, Arf*

Just then there was an *arf, arf, arf* from out in the hall. It was followed by someone yelling, “Get this seal away from me!”



The students looked up just as the custodian ran past their classroom door. He was being chased by a seal.

In less than two seconds, the custodian ran by the classroom door again. This time he was heading in the other direction. He was followed by the seal and by Ms. Johnson, the principal.

Chapter 4 - *Roar*

Then there was a loud *roar!* A tiger walked by the classroom door going in the same direction that the principal, seal, and custodian had just gone. Luckily, the tiger didn't walk into the classroom.

"Those are Grace's animals," said Emma.

"I wonder what happened to Grace's bear?" asked Ethan.

Chapter 5 - The Bear

Just then a huge bear walked into the classroom. No one moved. No one even breathed.

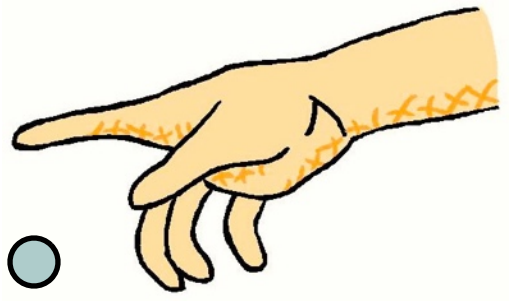
The bear sniffed the air. It turned its head from side to side as it looked around the room. Then it went over by Ms. Smith's desk. It lay down, and for some unknown reason, it went to sleep.

“We have to turn Grace’s animals back into toys before Ms. Johnson and the custodian become tiger snacks,” Willy whispered.

“And before we become bear snacks,” whispered Dan.

Chapter 6 - *Pling*

“You are right,” said Emma very quietly. “Mike, give me that nickel,” She reached and grabbed for the nickel that was still in Mike’s hand.



Pling went the nickel when it flew out of Mike’s hand and onto the classroom floor. Everyone froze. They looked up at the bear. It stayed asleep.

“Quick, everybody, help us look for the lucky buffalo nickel. It fell on the floor,” whispered Emma.

All of the kids in the classroom dove down onto the floor. They were quiet as mice as they looked for the nickel. The bear started to snore.

Chapter 7 - Keep Looking

“It’s not over here,” whispered Beth.

“Not here either,” whispered Matt.

“Come on guys. We have to find it,” said Sarah very quietly.

“I think I heard it land over by me,” whispered Andy.

“I don’t see it, Andy, and I am right next to you,” quietly said Jacob.

“Keep looking,” whispered Josh.

“That bear can sure sleep,” said Sami.

“Don’t stop looking for the nickel. That bear could wake up at any moment,” whispered Ashley.

Chapter 8 - I Found It

"I found it! I found the nickel," said Olivia. "It was under my desk."

"*Shhh,"* whispered Abby.

Mike jumped up very quietly and went over to Olivia. She gave him the nickel.

"Normal, normal, normal," said Mike.

Poof! The bear was gone. The students all cheered.

"I am not sure I like it when Grace's animals become real," said Emily.

Chapter 9 - The Promise

About then, Ms. Johnson walked by the classroom door. “Did you see where that seal and tiger went?” she asked.

“We don’t see any real animals in here,” said Hannah. The principal walked on down the hall.

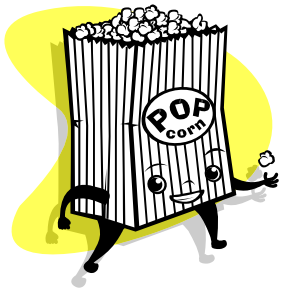
“Mike, you need to be careful with that nickel,” said Emma.

“I will be,” promised Mike.

From then on, Mike was always careful when he used the lucky buffalo nickel.

Emily and Popcorn

By Clark Ness www.clarkness.com



One day Ms. Smith was making popcorn in her classroom. Her students were at music. All at once the popcorn popped out of the popcorn popper. It fell into one big pile on the floor. The popcorn started to move. It started to grow. It became a popcorn monster!

"Help! Help! Save me from this popcorn monster!" cried Ms. Smith.

The popcorn monster looked at Ms. Smith and smiled. It had two big popcorn legs and two big popcorn arms. It even had big and sharp popcorn teeth. It started to chase poor Ms. Smith around her classroom.

"Help! Help!" cried Ms. Smith again. "Save me from this popcorn monster."

Emily was in her classroom. She heard Ms. Smith crying for help.

"Ms. Johnson, I have to go and save Ms. Smith," said Emily to her teacher.

"Yes, go and help her. You can do it," said Ms. Johnson. "I will stay with my other students."

Emily ran into Ms. Smith's classroom. She saw the popcorn monster chasing Ms. Smith around and around the classroom. Emily had taken a big empty popcorn bag with her.

The popcorn monster chased poor Ms. Smith into a corner of the classroom. It was just about to get her. Luckily, it had not seen Emily come into Ms. Smith's classroom. Emily quietly, and oh, so quickly, snuck up on the popcorn monster. She put the empty popcorn bag over it. With the popcorn bag over it, the popcorn monster changed and became just a bag of popcorn. Emily had saved Ms. Smith.

"Thank you for saving me," said Ms. Smith.

"It was nothing," said Emily.

"Now I have some popcorn for a snack," she said.

Flesch-Kincaid Grade Level – 4.2
Flesch Reading Ease – 78.7

Narrative or Expository?

Cross-Curricular Focus: Study Skills

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

How can you tell if you are reading a **narrative** or an **expository** text? There are things you can look for that will tell you. Read about the differences between these two kinds of text.

A narrative is a story. It has characters. Things happen in a certain time and place. It has a beginning, a middle, and an end. There is usually a problem. It gets solved during the story. Narratives can tell true stories. They can also tell stories that the writers have made up with their imagination. The picture books and chapter books that you read in school and at home are narrative texts.

An expository text is written to give information about something. It explains or describes the subject of the text. The text may be about people. It may be about things or events. Expository texts are true. They give facts, such as dates and places. Newspapers, some magazines, dictionaries, encyclopedias and your textbooks are all expository texts.

1) If you are reading a story that a writer made up with his imagination, is it a narrative, or expository text?

_____

2) Is your science textbook a narrative or expository text?

_____

3) If you are reading something that explains about the American Revolution, what kind of text are you reading?

_____

4) If you are reading a story about a boy who rides on a dinosaur, are you reading a narrative or an expository text?

_____

5) Is a newspaper a narrative or an expository text?

_____

Using Prior Knowledge

Cross-Curricular Focus: Study Skills

When you are preparing to learn something new, it is a good idea to get your brain ready to receive the information.

Think of your brain like a gigantic filing system. It contains all the things you have ever learned, read, listened to, seen or experienced. Organizing all of those files is quite a large job. Fortunately, your brain has an automatic system for connecting files together. This helps you find information quickly. Take a few moments to prepare your brain. It will be easier for your brain to connect what you are learning to all the things you have learned before. Your **prior knowledge** is the information that you already have filed in your brain.

If you are listening to a teacher or other speaker, write down the topic. Activate your prior knowledge. Do this by thinking about what you already know about that topic. Jot down a few notes before, during and after the lesson.

It is a good idea to preview your textbook before you read. Do this whether you read by yourself or as part of a group. First, read the title. Next, scan through the photos and other visual aids. Let your brain make an outline for what the information it will receive. Some books have vocabulary words in the margins. Read the definitions. Then you will already be familiar with the new words when you see them in the reading.

Take the time to activate your prior knowledge. Your brain will make the connections it needs to file the new information where you can find it. You will be a more successful student.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is your brain's information system compared to in this passage?

_____

2) How can you make it easier for your brain to form connections between new information and things you've learned before?

_____

_____

3) What does it mean to activate your prior knowledge? _____

_____

_____

4) What is something you can do to help you understand new vocabulary in the reading?

_____

_____

5) What is a benefit of using your prior knowledge?

_____

_____

Scientists find more than a million happy penguins in a new colony

By Damian Carrington, The Guardian, adapted by Newsela staff on 03.09.18
Word Count **429**
Level **600L**

Adelie penguins jumping from an ice floe near Paulet Island, Antarctica. Photo: Alan J. Scullard/VW PICS/UIG via Getty Images

Huge groups of penguins have been found way down near the Antarctic Peninsula. More than 1.5 million penguins live there. That is about how many people live in Philadelphia, the sixth-largest city in the United States.

Scientists say the penguin discovery is important. It shows the area is a shelter from climate change and other dangers. Now, scientists are saying the area should be protected.

The penguins live on the east side of the Antarctic Peninsula. The Antarctic Peninsula is where the continent reaches closest to South America. It is a hard place for humans to visit. People rarely go there.

Counting All The Penguins

So, how did they find the penguins? The scientists noticed something interesting on satellite pictures. These are pictures taken from space. Scientists looked at them. They saw what looked like a lot of penguin poop.

The scientists decided to go to the island. They counted all the penguins they could see. The scientists also used drones flying above the area to take more pictures. They counted 751,527 pairs of penguins. The birds are called Adélie penguins.

The scientists then looked at pictures going back to 1959. They believe the penguin population there has been growing well since then. Groups of Adélie penguins in other places are getting smaller, though.

Penguins Need To Be Protected

Tom Hart works at a university in England. He was part of the team that found the penguins. He said that the size of these groups makes them important. He feels people need to protect the penguins' home. It should become a Marine Protected Area, he says. It would stop people from fishing there. That would leave more food for the penguins. It would be easier for them to live.

The marine protected area would be huge. It would be nearly 700,000 square miles. That is more than twice the size of the state of Texas. It would protect killer whales, leopard seals, blue whales and penguins. Countries whose scientists study in Antarctica will meet in October. They will talk about the plan.

Discovery And Now A Plan

The discovery is very good news for scientists. The scientists who study Antarctica do not get very much good news. In October, they looked at an area where 40,000 penguins live. They found only two baby penguins out of many had survived.

Other penguins are also in trouble. In February, scientists warned about king penguins. They could almost disappear from Antarctica by the year 2100. This is likely to happen unless humans work together to protect the penguins' environment.

Quiz

1 Read the introduction [paragraphs 1-3].

Select the sentence that explains WHY it was important to find so many penguins in the Antarctic Peninsula.

(A) Huge groups of penguins have been found way down near the Antarctic Peninsula.

(B) It shows the area is a shelter from climate change and other dangers.

(C) The penguins live on the east side of the Antarctic Peninsula.

(D) The Antarctic Peninsula is where the continent reaches closest to South America.

2 Read the following selection from the section "Discovery And Now A Plan."

> *In October, they looked at an area where 40,000 penguins live. They found only two baby penguins out of many had survived.*

Based on this selection, which of the following statements is TRUE?

(A) One penguin group will have to move the babies to a new area.

(B) One penguin group is not taking good care of its babies.

(C) One penguin group is having serious problems.

(D) One penguin group will have many babies next fall.

3 Read the paragraph from the section "Counting All The Penguins."

> *So, how did they find the penguins? The scientists noticed something interesting on satellite pictures. These are pictures taken from space. Scientists looked at them. They saw what looked like a lot of penguin poop.*

Which word helps the reader understand the meaning of "satellite"?

(A) penguins

(B) scientists

(C) pictures

(D) space

4 Read the sentence from the section "Penguins Need To Be Protected."

> *The marine protected area would be huge. It would be nearly 700,000 square miles. That is more than twice the size of the state of Texas. It would protect killer whales, leopard seals, blue whales and penguins.*

Finish the sentence.

"Marine" has to do MOSTLY with ____.

(A) scientists

(B) an island

(C) the sea

(D) a country

Training prepares scientists for Antarctica's harsh, changeable climate

By Washington Post, adapted by Newsela staff on 10.07.19
Word Count **662**
Level **700L**

Image 1. A group of U.S. Antarctic Program participants listen to safety instructions in January before heading into an area with crevasses, or cracks, that can be hundreds of feet deep. It's part of the training scientists receive when heading to Antarctica. Photo by: Brian Day/National Science Foundation

The United States gets cooler in fall. At the same time, Antarctica's summer is going strong. By November, the sun shines on the ice-covered continent day and night. When it sets in mid-February, Antarctica enters winter, and it is dark for six months.

Because of this, summer is Antarctica's busiest time. Thousands of scientists study this last unspoiled place on Earth.

Saving Antarctica For Science

The Antarctic Treaty was created in 1961. In it, more than 50 countries agreed to save Antarctica for science, exploration and other peaceful purposes. No one owns it, and no one can live there permanently.

Scientists who visit cover many subjects. One might be studying penguins the same day another looks through the South Pole Telescope. A scientist might be exploring an active volcano. Other scientists might be drilling into ancient ice.

However, even in summer, Antarctica is dangerous. It is the coldest environment on Earth, with an average temperature of minus-76 in winter and minus-18 in summer, says the Woods Hole Oceanographic Institution. The surface has so much ice that mountains are buried underneath it. It is also the driest place on Earth, with strong winds. Everyone who visits must have safety training. They learn about dangers such as frostbite and snow blindness. People must follow safety rules to survive.

Safety Training

Peter West works for the National Science Foundation. Safety training is done because Antarctica can be harsh, he said. It changes quickly, he said. It can go from a fairly calm situation to a very dangerous situation, he said.

More training may be needed. Michael Gooseff is a University of Colorado professor who studies how ecosystems respond to climate change.

With climate change, the Earth is heating up. This is called global warming. Scientists say people burn too much fossil fuels. Fossil fuels come from nature. These include fuel from wood, oil and coal.

Gooseff learned how to camp in the ice. He also learned how to work with helicopters, use the radio and rescue someone from a deep crack in the ice.

In 13 years, Gooseff has never had an accident. He said it is because of training and thinking ahead.

They spend time talking about what might go wrong, he said. "That mind-set really does help all of us to think about what we do before we do it," he said.

Strange Events

There are also rules to keep Antarctica the way it is. Nothing can be taken home as a souvenir. Everyone has to get rid of their trash. People are not allowed to be near wildlife. The rule is that if the animal notices you, you are too close.

Sometimes this can lead to strange events. Anna Bergstrom is a scientist at the University of Colorado. She studies glaciers of ice. She sometimes sees seals and penguins wandering through the valleys, far from shore.

Because of the treaty, they can't help the animals find their way, she said. "We just have to watch it, which is really sad," she said.

Bergstrom often sees dead seals in the valleys. The cold, dry environment preserves their bodies. Tests show that some of the mummies are thousands of years old.

Some animals were up on the glaciers, Bergstrom said. "We don't know how they got up there or why they got up there," she said.

Climate Change Is Melting The Ice

It is one of many mysteries in Antarctica. With climate change melting the ice, studying Antarctica is more important than ever. What happens in Antarctica affects the rest of the world.

It is a cold, windy place that does not welcome people, Gooseff said. Still, "there are these beautiful hidden treasures to try to find" through science, he said.

Quiz

1 Which detail shows that scientists in Antarctica have strict orders that they must follow?

(A) Gooseff learned how to camp in the ice. He also learned how to work with helicopters, use the radio and rescue someone from a deep crack in the ice.

(B) Nothing can be taken home as a souvenir. Everyone has to get rid of their trash. People are not allowed to be near wildlife.

(C) It is one of many mysteries in Antarctica. With climate change melting the ice, studying Antarctica is more important than ever.

(D) It is a cold, windy place that does not welcome people, Gooseff said. Still, "there are these beautiful hidden treasures to try to find" through science, he said.

2 Read the following selection from the introduction [paragraphs 1-2].

The United States gets cooler in fall. At the same time, Antarctica's summer is going strong. By November, the sun shines on the ice-covered continent day and night. When it sets in mid-February, Antarctica enters winter, and it is dark for six months.

Based on this sentence, choose the statement that is TRUE.

(A) The United States and Antarctica have their seasons at different times.

(B) The United States and Antarctica are both cool during the fall.

(C) The United States and Antarctica experience about six months of winter.

(D) The United States and Antarctica both have very short summers.

3 Select the sentence that summarizes the article.

(A) Many scientists who visit Antarctica are able to avoid accidents because of their training.

(B) Many scientists observe animals in Antarctica but are not allowed to get too close to them.

(C) Many scientists are interested in learning about climate change while in Antarctica.

(D) Many scientists study in Antarctica in the summer and must undergo training to visit there.

4 Read the paragraph below.

However, even in summer, Antarctica is dangerous. It is the coldest environment on Earth, with an average temperature of minus-76 in winter and minus-18 in summer, says the Woods Hole Oceanographic Institution. The surface has so much ice that mountains are buried underneath it. It is also the driest place on Earth, with strong winds. Everyone who visits must have safety training. They learn about dangers such as frostbite and snow blindness. People must follow safety rules to survive.

How does this paragraph support the MAIN idea of the article?

(A) by explaining what scientists are studying in Antarctica

(B) by explaining how countries have agreed to save Antarctica

(C) by describing the harsh environment of Antarctica

(D) by describing how climate change is affecting Antarctica

English Language Learner Supplement 2-3

Excerpt from **The Little Land**
By Robert Louis Stevenson

When at home alone I sit,
And am very tired of it,
I have just to shut my eyes
To go sailing through the skies—
To go sailing far away
To the pleasant Land of Play;

Reading: Read the poem once to yourself and once to someone at home. Circle any words that are new to you, and get help finding out what they mean.

Listening: Ask someone at home to read you the poem out loud while you close your eyes and listen. Try to picture what the words are saying in your mind.

Speaking: Tell someone at home what the poem is saying in your own words.

Writing: In the space below, use describing words to tell what you like to imagine when you are bored.

_____

_____

_____

_____

_____

Suplemento para

Estudiantes que Aprenden Inglés 2-3

Se recomienda que los niños completen la página en inglés para practicar las habilidades en inglés.

Extracto de **La Pequeña Tierra**

Por Robert Louis Stevenson

Lectura: Lee el poema una vez para ti y otra para alguien en casa. Encierre en un círculo las palabras que son nuevas para usted y obtenga ayuda para descubrir lo que significan.

Cuando estoy solo en casa, me siento
Y estoy muy cansado de eso
Solo tengo que cerrar los ojos
Ir a navegar por los cielos
Ir a navegar lejos
A la agradable tierra de juego;

Poema en el Dominio Público

Escuchar: Pídele a alguien en tu casa que te lea el poema en voz alta mientras cierra los ojos y escuchas. Intenta imaginar en tu mente lo que las palabras están diciendo.

Hablando: Dile a alguien en casa lo que dice el poema con tus propias palabras.

Escritura: En el espacio a continuación, usa palabras descriptivas para decir lo que te gusta imaginar cuando estás aburrido.

_____

_____

_____

_____

Writing Ideas 2-3 Elementary Week #12

Students can compose sentences and/or paragraphs to respond to the prompts and ideas below. This will vary depending on their age/grade level.

Narrative

- The first day of summer is June 20! Write a narrative story about a summer day! You should include when and where your story takes place and who and/or what is involved. Be sure to include a sequence of events, details, descriptions, and the setting. Establish an introduction, middle, and conclusion.

Opinion/Argument

- If you could have a super power what would it be? Write an opinion piece on what super power would be the best and why? Add reasons, examples, and/or details to support your opinion. Be sure to have an introduction and a conclusion that relates to the opinion stated.

Informational/Explanatory

- Father's day is coming up on June 21! Interview someone you know who is a father! It can be anyone you know. Brainstorm a list of questions you want to ask them about being a dad. You can call them on the phone or email them. Learn as much as you can about that person. Be sure to add enough facts, information, and/or details. Introduce your topic and have a conclusion.

Writing in Response to Reading Bingo

Complete the Bingo board by engaging in various writing ideas from this week's reading selections. Try to get 3-in-a row!

Want to learn more about narrative and expository text? Do some additional research and write your own informational piece about your findings. Which type of writing do you prefer?	If you were the author of **Emily and Popcorn**, how would you have written the story? Write your own version of this story and share it with a family member.	Create a Prezi, PowerPoint, Poster, and/or infographic about something you learned from the reading selections. Include some vocabulary from the reading selections as well! Present what you learned to a family member.
Write your own silly story about your adventures if you could turn toy animals into real animals! Be sure to have an introduction, a conclusion, and details.	WRITER'S CHOICE	When we read, we try to figure out what the central message or main idea is! Pick one of the reading selections from this week and tell someone in your family what the central message was. Then write about it. For a video on main ideas go to https://bit.ly/3c1OpcQ
Have you ever explored what is known about Antarctica and/or Penguins? If not, maybe you want to learn more about them. Write a an informational piece about your findings. For more fun, watch the videos at https://bit.ly/2TO5C32 https://bit.ly/3etYLDX	Want to learn more about prior knowledge and how it can help you as a reader and a writer? Conduct some additional research on it? In a letter to a friend or family member, describe what you found out about prior knowledge. Do you have any prior knowledge about this week's reading selections?	Write about how the two reading selections **Scientists find more than a million happy penguins in a new colony** and **Training prepares scientists for Antarctica's harsh, changeable climate** are similar and/or different.

Add 10 and 100

536 + 10 = 546
536 + 100 = 636

635 + 10 = 645
635 + 100 = 735

Materials: set of numeral cards (0-9)

---

1. Work with a partner. Shuffle the cards and place them facedown. Turn over three cards to create a 3-digit number.

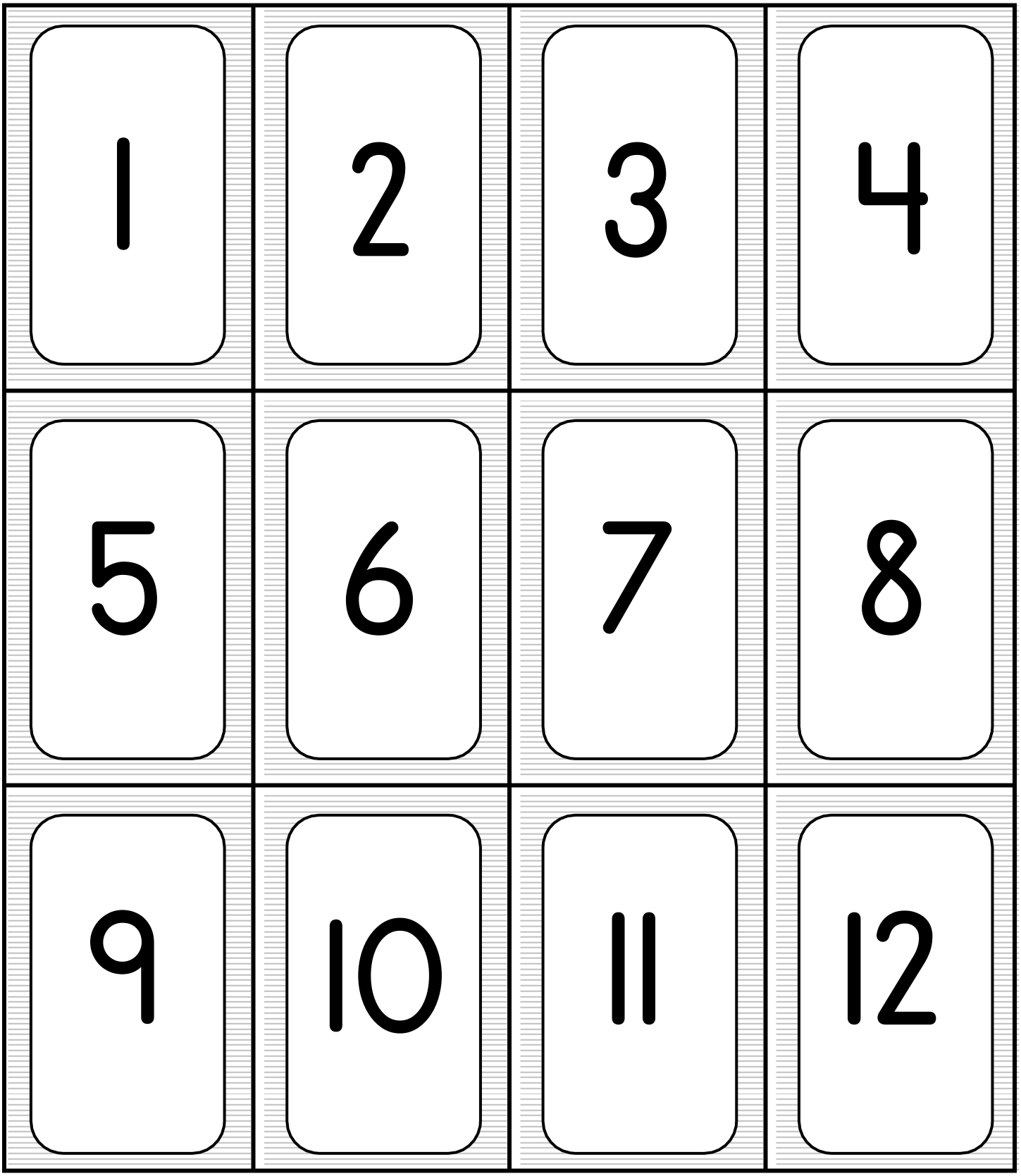
2. Add 10 to the number and record the equation. Add 100 to the original number and record the equation.

3. Change the order of the three cards to create a different 3-digit number. Add 10 and record. Add 100 and record.

4. Change the order of the three cards again to create a different 3-digit number. Add 10 and record. Add 100 and record.

5. Repeat steps 1-4 with a different set of three cards.

Nume ral rd



3 × ◯ = 18	6 × 0 = ◯
◯ × 6 = 30	◯ × 6 = 6
3 × 3 = ◯	6 × ◯ = 42
6 × ◯ = 18	◯ × 3 = 24
◯ × 3 = 12	6 × ◯ = 12

---

3. Share your work with a classmate. Check one another's work.

complete one another's board.

M r M

2 × ◯ = 12	1 × 2 = ◯
◯ × 5 = 25	5 × ◯ = 5
0 × 2 = ◯	◯ × 5 = 35
2 × ◯ = 16	◯ × 2 = 8
◯ × 5 = 45	5 × ◯ = 15

M r M

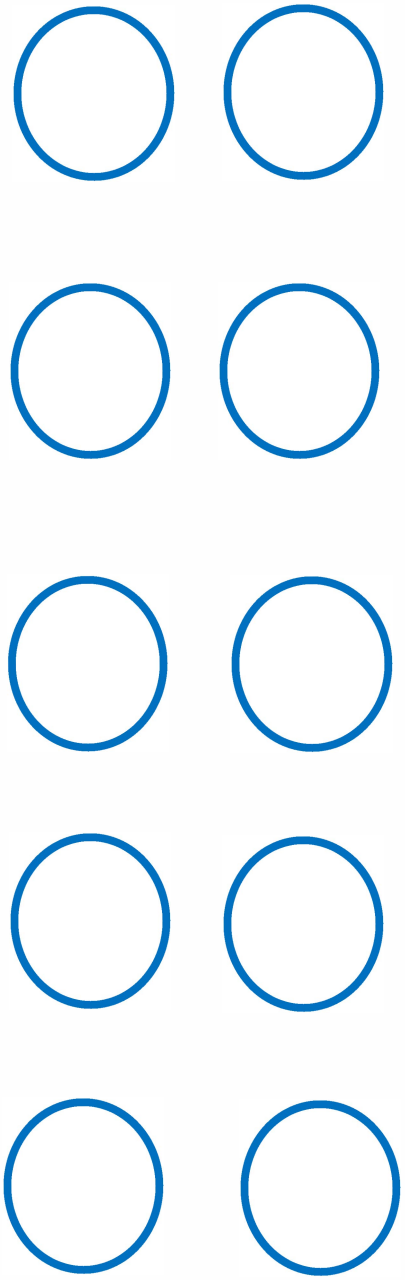
$5 \times \bigcirc = 45$	$5 \times 0 = \bigcirc$
$\bigcirc \times 10 = 70$	$\bigcirc \times 10 = 60$
$1 \times 5 = \bigcirc$	$5 \times \bigcirc = 40$
$10 \times \bigcirc = 40$	$\bigcirc \times 10 = 20$
$\bigcirc \times 5 = 15$	$10 \times \bigcirc = 10$

M r M

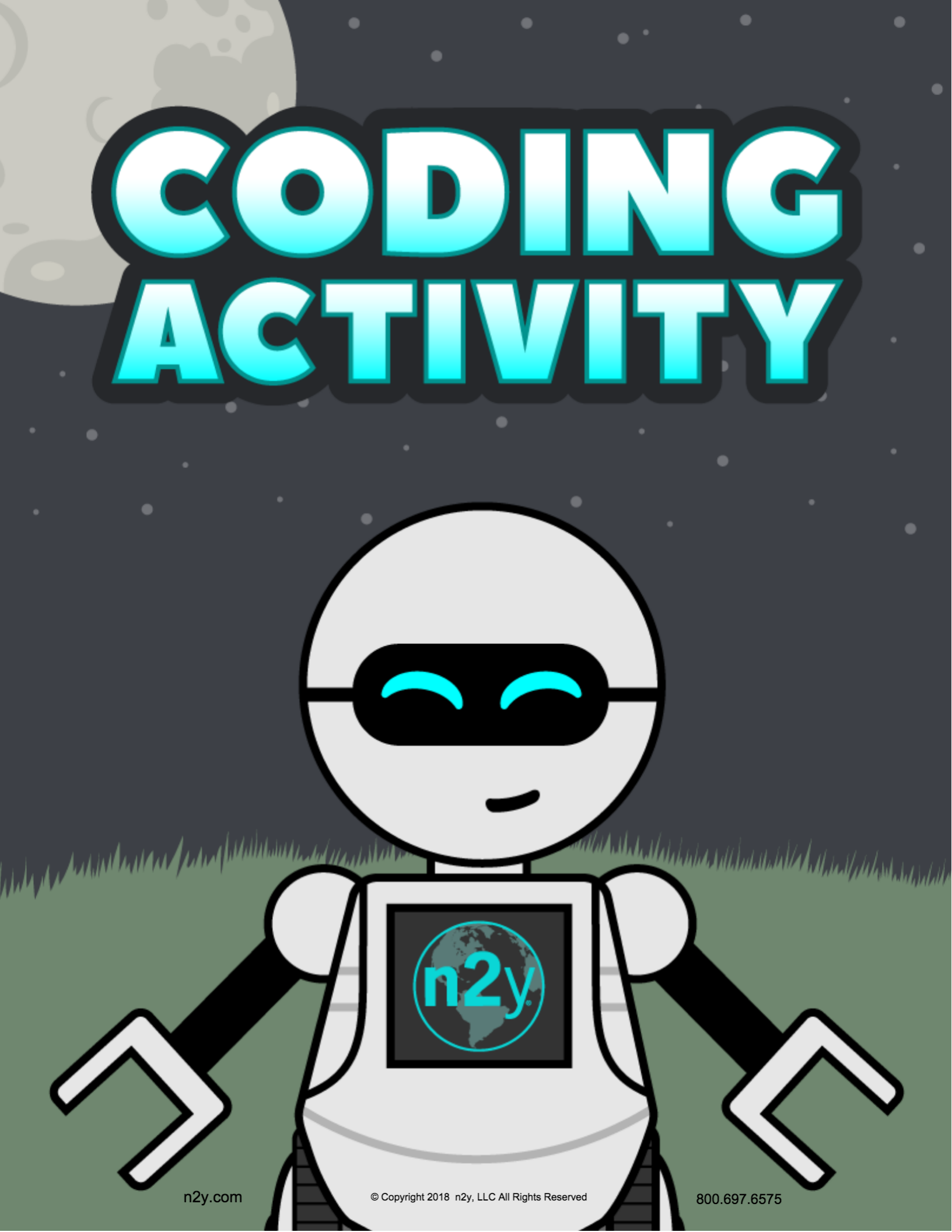
10 × ◯ = 90	2 × 0 = ◯
◯ × 5 = 35	◯ × 5 = 25
3 × 2 = ◯	10 × ◯ = 30
2 × ◯ = 16	◯ × 2 = 4
◯ × 5 = 20	10 × ◯ = 10

M r M

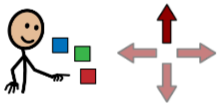
$3 \times \bigcirc = 27$	$4 \times 0 = \bigcirc$
$\bigcirc \times 6 = 24$	$\bigcirc \times 3 = 9$
$3 \times 2 = \bigcirc$	$4 \times \bigcirc = 28$
$4 \times \bigcirc = 20$	$\bigcirc \times 3 = 6$
$\bigcirc \times 3 = 24$	$4 \times \bigcirc = 4$

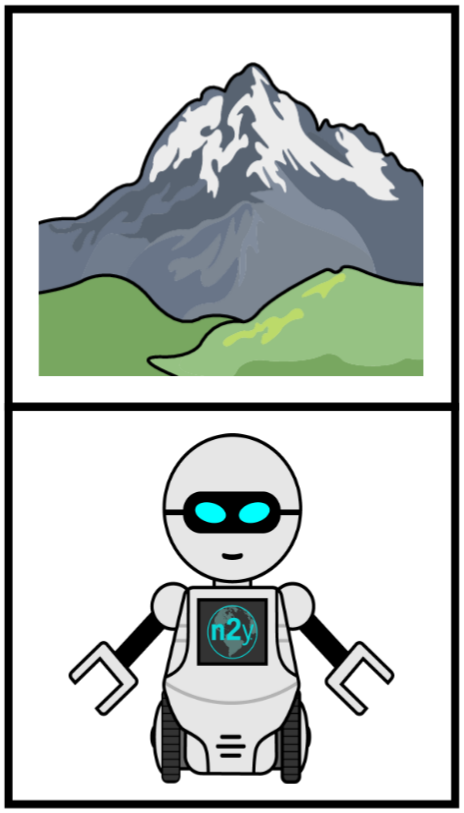


CODING ACTIVITY

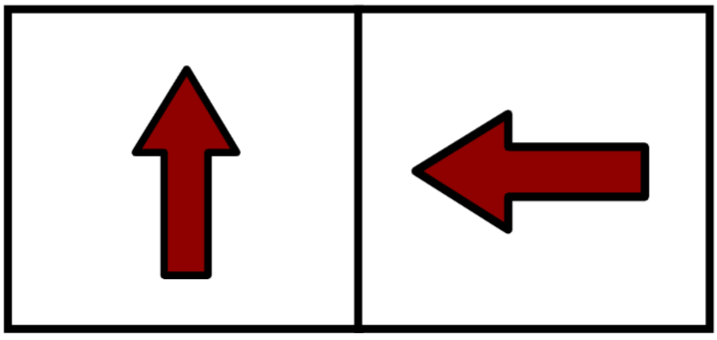


Coding Activity

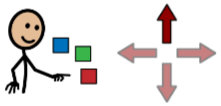
- Bitt Bott wants to explore Earth. 
- Help Bitt Bott go to the mountain. 
- Decide which direction Bitt Bott should move. 

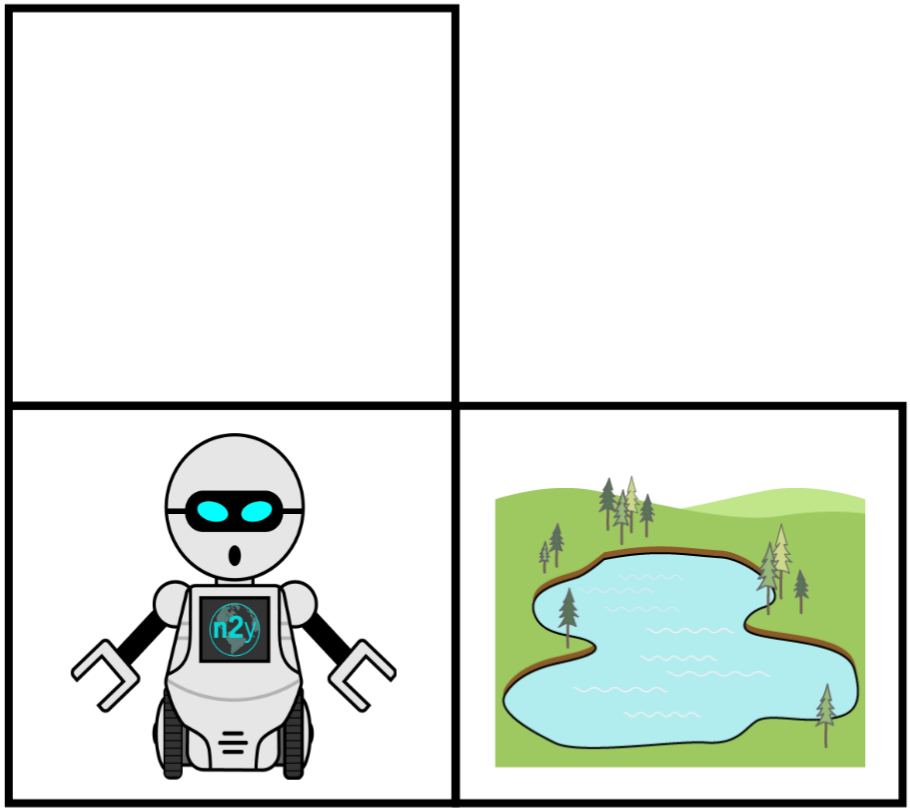


Circle the correct direction arrow.

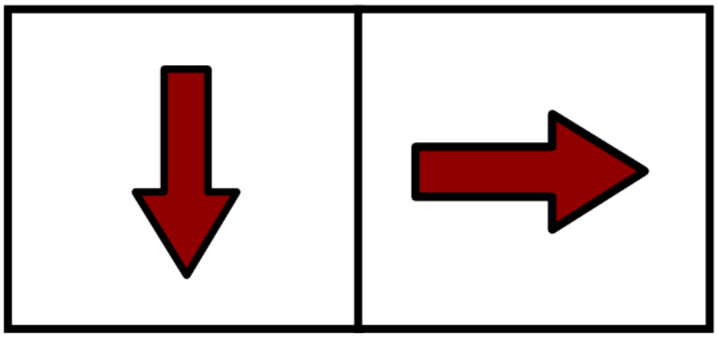


Coding Activity

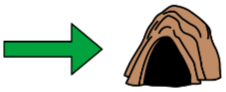
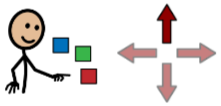
- Bitt Bott wants to explore Earth. 
- Help Bitt Bott go to the lake. 
- Decide which direction Bitt Bott should move. 

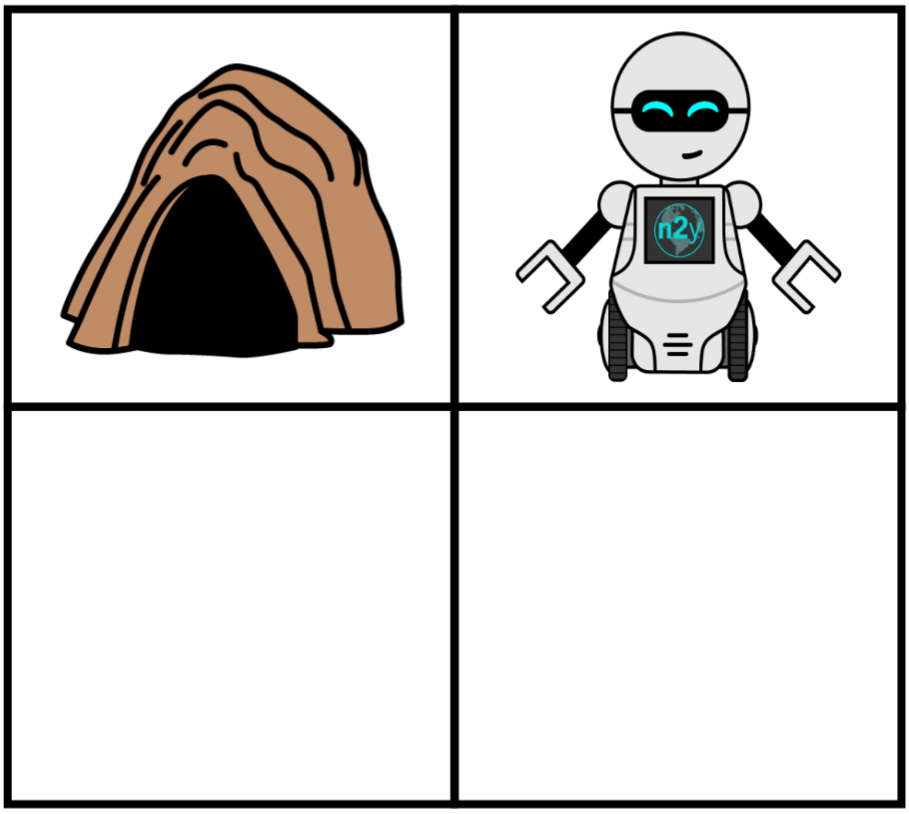


Circle the correct direction arrow.

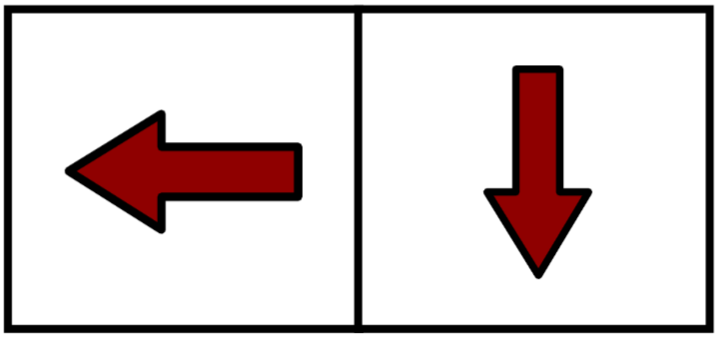


Coding Activity

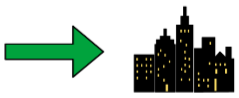
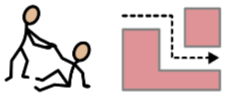
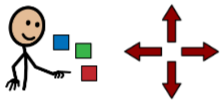
- Bitt Bott wants to explore Earth. 
- Help Bitt Bott go to the cave. 
- Decide which direction Bitt Bott should move. 

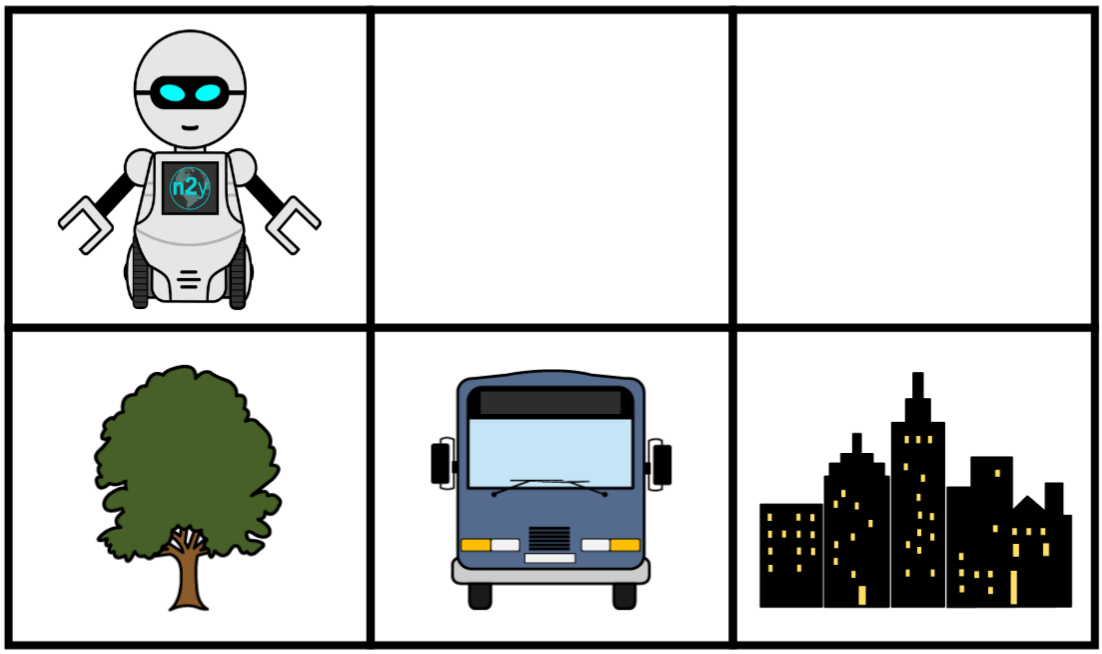


Circle the correct direction arrow.

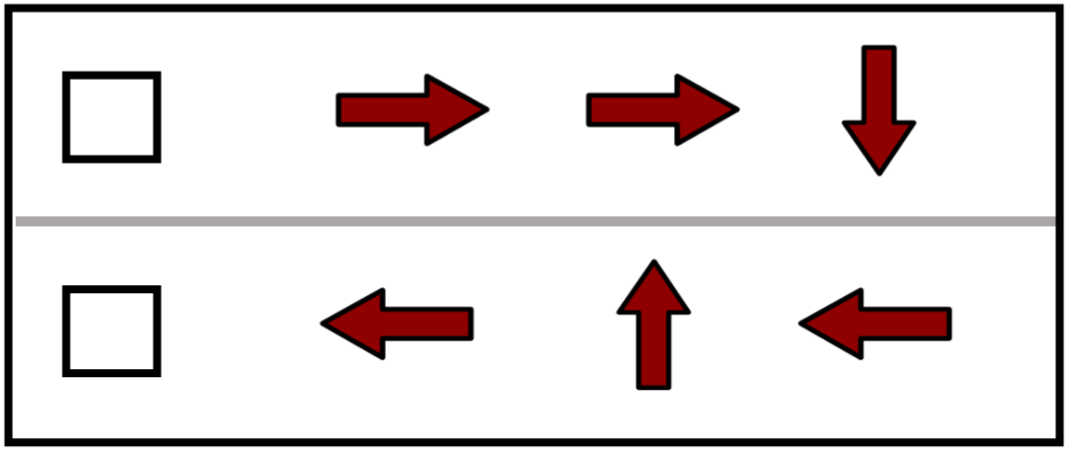


Coding Activity

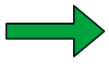
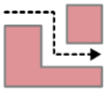
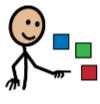
- Bitt Bott wants to explore Earth. 
- Bitt Bott must make three moves to go to the city. 
- Help Bitt Bott avoid the obstacles. 
- Decide which directions Bitt Bott should move. 

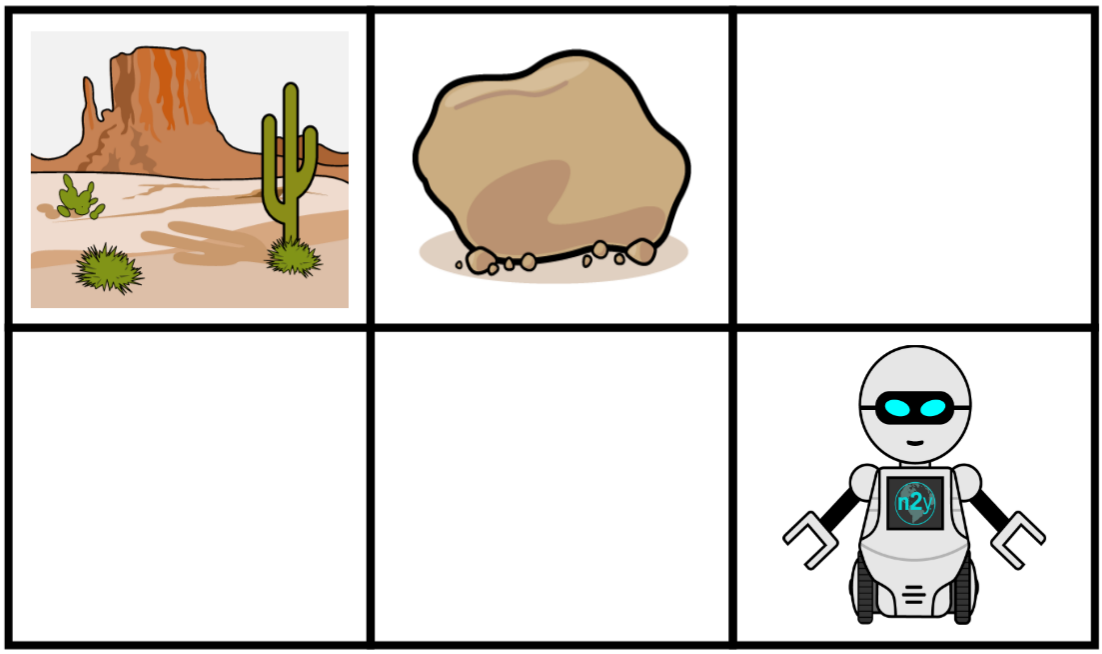


Check correct set of direction arrows.

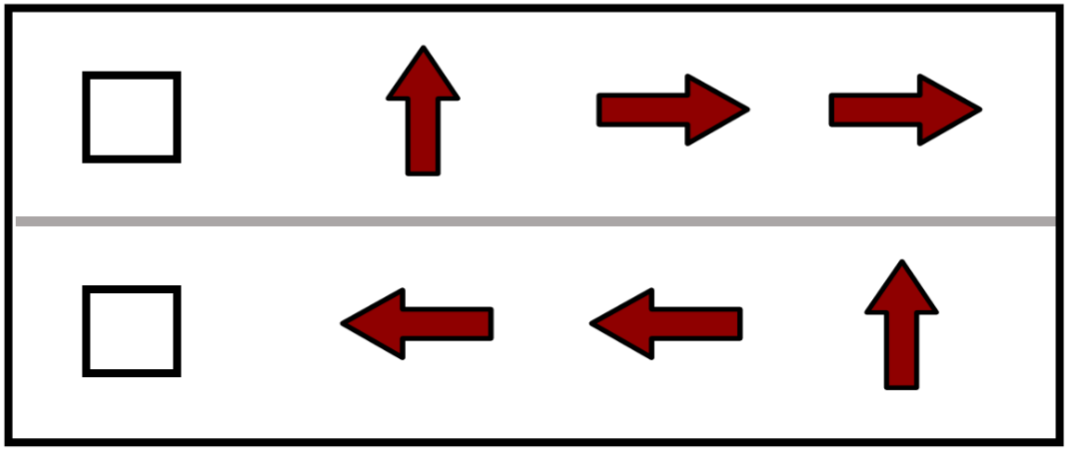


Coding Activity

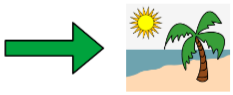
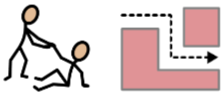
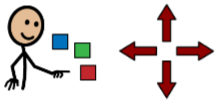
- Bitt Bott wants to explore Earth.  
- Bitt Bott must make three moves to go to the desert.  
- Help Bitt Bott avoid the obstacles.  
- Decide which directions Bitt Bott should move.  

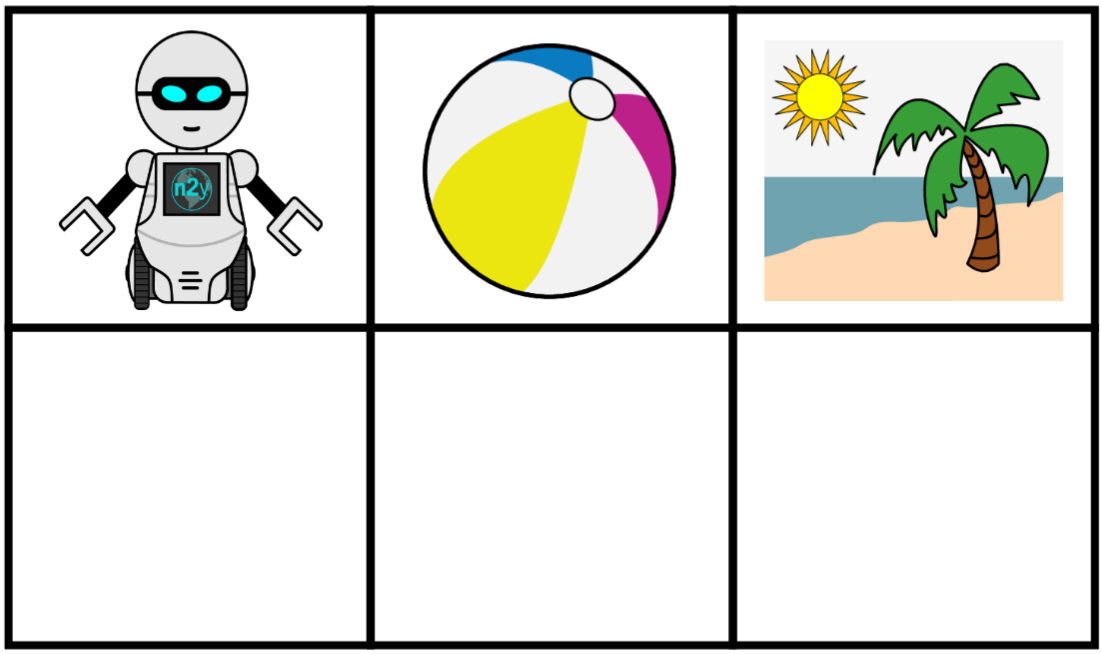


 Check correct set of direction arrows.



Coding Activity

- Bitt Bott wants to explore Earth. 
- Bitt Bott must make four moves to go to the beach. 
- Help Bitt Bott avoid the obstacles. 
- Decide which directions Bitt Bott should move. 



Check correct set of direction arrows.